# LEARNING, TRAINING AND DEVELOPMENT POLICY & PROCEDURES

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| **APPROVED BY:** | STAFFING COMMITTEE 17 NOVEMBER 2008 (PROCEDURE)  
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**POLICIES REPEALED**
1. **PREAMBLE**

The Strategic Plan (2007 - 2016) of the University seeks to position the University as an institution of choice for staff (Goal 6) and sets out the following as a strategy to be “a preferred employer”:

“In order to attract and retain top calibre staff and meet our equity objects, the university will offer competitive conditions of employment, and opportunities to achieve career goals and develop the full potential of staff” (p 22)

The Learning, Training and Development policy derives from the high value placed by the University upon its staff and their central role to the University's endeavours. Development of knowledge, skills and attitudes enhances the performance of staff in their current tasks and prepares them for the emerging roles to which they will need to adapt. It is a vital investment from which our staff and the University will benefit.

Learning, training and development has benefits for individual staff

1.1 to continually improve competence, skills, knowledge and effectiveness,
1.2 to enable meaningful work, career development and progression,
1.3 to improve individual performance,
and for the University
1.4 to become socially responsible,
1.5 to build learning systems and create a learning organisation,
1.6 to improve organisation performance.

Staff learning, training and development will be aligned with the University’s Quality and Performance Management systems and shall include tuition remission for staff to pursue approved courses of study to improve performance and further their personal development.

In addition to institutional imperatives, this policy also emanates from the university having to address statutory education and training requirements such as those related to compliance Health & Safety legislation. Further, it allows the university to maximise its potential to secure and utilise available institutional, national and other resources like the Workplace Skills Levy for staff learning, training and development needs and activities.

2. **DEFINITION OF TERMS**

**Learning:** Activities focused on the acquisition of knowledge, skills, attitudes and values that reflect and resonate with the vision and mission of the university, including the concept of life-long learning, building a positive organisational culture and encouraging innovation.

**Training:** Activities focused on acquiring and improving specific competences and capacities to improve performance in current jobs and positions, especially toward achieving the goals and targets in the university strategic plan.

**Development:** Activities focused on continuous education and training to stay abreast with a changing work environment and enhance career progression, incorporating opportunities for both personal and professional development for realising individual potential and a future role in the university.
**University Structures:** refers to Colleges, Faculties, Schools, Committees such as University Teaching and Learning Committee (UTLC) or University Research Committee (URC), and Departments/Divisions of the university.

**Tuition Remission:** refers to financial assistance offered by the University for eligible staff/retirees and their spouses, domestic partners and dependents to pursue degrees/diplomas (as per the Tuition Remission Policy) at the University of KwaZulu-Natal and exceptionally at other Universities.

**University** is the University of KwaZulu-Natal.

In this policy, unless inconsistent with the context, words referring to any one gender shall include a reference to the other genders; the singular shall include the plural and vice versa; and natural persons shall include artificial persons and vice versa.

### 3. PURPOSE

The purpose of the learning, training and development policy is to set out the university policy and principles to guide, co-ordinate and prioritise the education and training needs and activities of all university staff, including both academic and support sectors, within available resources.

### 4. OBJECTIVES

4.1 To encourage individual staff members to acquire knowledge and skills that allows them to carry out their current duties with maximum effectiveness and efficiency.

4.2 To give effect to the Employment Equity Policy of the University.

4.3 To enable individuals or groups of staff to be innovative, creative, and productive and to positively deal with the demands placed on them by transformation and institutional change imperatives.

4.4 To provide mechanisms for individuals to develop skills, knowledge and/or gain qualifications and expertise, in order to contribute to the development of the University as well as their own professional and career development.

4.5 To enable individuals to gain appropriate nationally and inter-nationally recognized vocational and educational qualifications.

4.6 To address development areas identified through the Performance Management and Quality Management processes, and by various University structures.

4.7 To build competencies to generate relevant and socially responsive community engagement interventions.

### 5. SCOPE

This policy shall apply to all permanent staff and staff employed on contracts of one year and longer.
6. POLICY PROVISIONS

6.1 Policy Statement

The University of KwaZulu-Natal is committed to creating an enabling, equitable, supportive, challenging and stimulating working environment, which values and empowers its staff at all levels. Staff learning, training and development is seen as an integral factor in achieving this commitment.

6.2 Principles

Staff learning, training and development will be based on the following principles:

6.2.1 Equal opportunity for all staff
6.2.2 Adherence to principles of employment equity
6.2.3 Cost effectiveness
6.2.4 Fairness, transparency and consistency in treatment of staff

6.3 Prioritisation

Learning, training and development activities provided by the university will be prioritised depending on how they fit into one of the following three categories:

6.3.1 **Statutory/compulsory** - staff learning, training and development that is required by legislation, or is a condition of employment, or is compulsory for a specific role or University activity

6.3.2 **Institutional/Strategic** - staff learning, training and development that is identified by university structures for the achievement of agreed University/faculty/divisional objectives.

6.3.3 **Personal** - staff learning, training and development activities chosen by individuals that may take place in work time or outside, and may be fully or only partly funded by the University

6.4 Resources

The extent to which staff learning, training and development can be supported will depend on budgetary constraints and operational needs.

The overall budget available for learning, training and development will comprise

6.4.1 the full projected levy rebate and
6.4.2 top-up funding provided by the University

The available budget will be allocated by the Learning, Training and Development Committee as follows:

6.4.3. The budget for in-house training and development programmes in respect of statutory/ compulsory and institutional/strategic training will be centralised and administered by the Division of Human Resources and Equity. The resources will be utilized in terms of priority rankings in 6.3 above and programmes shall be offered based on a needs analysis and established demand within the University.

6.4.4. The budget for specialized learning, training and development activities not included in the In-House schedule for individuals according to their Personal Development Plans identified through the Performance Management System will be decentralised to relevant University Structures, who must submit a plan in advance of the annual budgeting
cycle. University structures shall be expected to distribute allocated resources in terms of priority rankings as per 6.3 above.

6.5. Responsibility

The learning, training and development of staff is a joint responsibility shared by individual staff members, line management, governance structures, and academic and support units including Human Resources and Equity, the Teaching & Learning Office, and the Research Office. The roles of the Research Office and Teaching and Learning Office are contained in the Research Policy and the Teaching and Learning Policy respectively.

The implementation of the Learning, Training and Development policy will be coordinated primarily through the Learning Training and Development Sub-Committee of the University Staffing Committee; and the Learning, Training and Development (LTD) section located within Human Resources Development (HRD) of the Division of Human Resources and Equity.

7. EFFECTIVE DATE

The effective date of this policy shall be 28 November 2008.

9. REVIEW DATE

This policy shall be reviewed at minimum every three years after the effective date.
LEARNING TRAINING & DEVELOPMENT PROCEDURES AND GUIDELINES

This document is intended to support the Learning, Training and Development Policy and must be read together therewith.

1. Learning, Training and Development Sub-Committee of the Staffing Committee (LTDC)

1.1. The Terms of Reference of the LTDC are as follows

1.1.1 Ensuring that staff learning, training and development contributes to the realisation of the vision, mission, strategic plan and goals of the University

1.1.2 Promoting excellence in academic and support staff learning, training and development

1.1.3 Advising Senate and Council, through the Staffing Committee, on the formulation and implementation of University policy, systems and programmes for effective staff learning, training & development

1.1.4 Ensuring consistency in principle, in the design, implementation and evaluation of skills development policy, programmes and systems across academic and support staff and integration into quality management processes.

1.1.5 Raising awareness of the importance and need for effective staff learning, training and development in line with the University’s Performance Management System.

1.1.6 Assisting in the identification of learning, training and development priorities

1.1.7 Ensuring the provision of quality, and effective learning, training and development programmes.

1.1.8 Assessing the effectiveness of policy, programmes and systems relating to staff development and acting on outcomes of such assessments.

1.1.9 Facilitating the development of an appropriate environment for staff learning, training and development

1.1.10 Linking of skills development, employment and other equity initiatives particularly in terms of the need to redress past imbalances.

This committee will also be responsible for ensuring that the requirements of the Skills Development Act and Skills Development Levies Act are met namely:

1.1.11 Appointment of a Skills Development Facilitator and evaluating the effectiveness of the position

1.1.12 Assisting in the compilation and submission of the reports due to the Sector Education and Training Authority.

The LTDC shall meet a minimum of four times each year

1.2 The Composition of the LTDC

1.2.1 Composition of the LTDC shall be as follows

1.2.2 One representative of Senate, nominated by Senate who also serves on Staffing Committee
1.2.3 One Support Staff Representative elected by the support staff who also serves on Staffing Committee
1.2.4 One representative of the University Teaching & Learning Committee nominated by the Committee
1.2.5 Deputy Vice-Chancellor (Research) or nominee
1.2.6 One representative of the Support Sector Senior Management Forum nominated by the Forum
1.2.7 Director, ICT Division or nominee
1.2.8 Two representatives of the Unions who serve on Staffing Committee (1 academic, 1 support)
1.2.9 The Manager Learning, Training & Development
1.2.10 The Learning, Training & Development Officer/Skills Development Facilitator
1.2.11 The Performance Management Manager
1.2.12 The Deputy Vice-Chancellor (Teaching & Learning)
1.2.13 The Executive Director Human Resources & Equity
1.2.14 The Director, Quality Promotions and Assurance or nominee
1.2.15 One representative from the Deans, nominated by the Deans

This committee shall be chaired jointly by the Deputy Vice-Chancellor (Teaching and Learning) and the Executive Director: Human Resources & Equity.

It may co-opt additional members internal or external to the University from time-to-time to provide particular expertise.

2. Learning Training and Development Section of the Division of Human Resources and Equity

The Learning, Training & Development (LTD) unit located within the Human Resource Development (HRD) section of the Division of Human Resources and Equity will assume responsibility for the co-ordination of University wide, training and development interventions. It will liaise closely with other cognate units including Teaching & Learning and Research. It will support individual and operational unit learning; training and development initiatives identified within the University, and will act as a central learning, training and development information centre for all staff.

Specifically this section has the following responsibilities:

2.1 liaising with the Teaching & Learning Office, Research Office, all Faculties and Support Divisions to collate the annual University wide ‘Staff In House Learning, Training and Development Programme’ to ensure a co-ordinated programme of training and development activities for all categories of staff to support current developments and the University’s Strategic Plan;

2.2 promoting and advertising the approved programme to maximize staff awareness of opportunities through a staff learning, training and development webpage, linked to the HR website;

2.3 providing administrative support for all approved training and development activities including procurement of trainers and facilitators, coordinating the booking of venues, registration of participants, catering and evaluation.
2.4 providing guidance, advice, co-ordination and support to operational units in order to facilitate staff development and training at all levels;

2.5 liaising with appropriate staff structures and trade unions to discuss training and development programmes and to resolve issues raised by staff;

2.6 assisting in the implementation of any Performance Management System by arranging appropriate training programmes for appraisers and appraisees;

2.7 identifying organizational changes or developments whose implementation will be assisted by the provision of appropriate training for the individuals or groups concerned;

2.8 producing an annual training need analysis and identifying priority interventions for inclusion in the annual LTD Programme;

2.9 communicating the Learning, Training & Development policy to all staff;

2.10 supporting University Structures to produce Faculty/Divisional training and development plans;

2.11 producing an annual report of activities to the Learning, Training & Development Sub-Committee of Staffing Committee for onward transmission to the Staffing Committee and/or the Executive Management.

2.12 managing the overall budget for the provision of in house training and development of staff;

2.13 monitoring and evaluating effectiveness of in-house training programme;

2.14 liaising with the ETDP SETA regarding the submission of the annual Work Skills Plan and Annual Training Reports;

2.15 liaising with the ETDP SETA regarding sourcing of additional funding for University learning, training and development activities.

2.16 liaising with the ETDP SETA and operational units regarding implementation of learnerships

3. **Roles and responsibilities of Line Managers**

   The Line Manager is responsible for:

3.1 Identifying organizational changes or developments whose implementation will be assisted by the provision of appropriate training for the individuals or groups concerned;

3.2 helping staff develop their performance and effectiveness;

3.3 assisting staff in the identification of career development and training needs on a day-to-day basis and through formal procedures such as the performance management process;

3.4 ensuring that as far as possible training or development needs are met where it is agreed that it is in the interest of the faculty, division or the university;

3.5 allocating an appropriate budget (within general financial constraints) to ensure that prioritised, specific staff training & development needs which are not covered in the annual University Learning, Training and Development programme, can be adequately met;

3.6 communicating general training and development needs to the Learning, Training & Development Unit.
4. **Roles and responsibilities of Individual Staff**

The university requires each member of staff to:

4.1 develop his/her competence and capability in alignment with the University’s strategic plan as it may be operationalised at functional or unit level;

4.2 take personal responsibility to update specific expertise on a regular basis, and as appropriate to the nature of the individual’s post;

4.3 contribute to team staff development where appropriate;

4.4 Reflect on the evolving character of their work and future career aspirations and identifying their own training and development needs;

4.5 Discussing with their Line Manager or Supervisor their development needs arising from their own reflection, relating them to the needs of the functional unit and establishing priorities;

4.6 Completing and updating their Personal Development Plan based on their personal reflection and input from their line manager;

4.7 Seeking out and participating actively in forms of staff learning, training and development which will help them meet agreed needs;

4.8 Staying abreast of and applying newly developed knowledge and skills in their work as appropriate.

5 **Monitoring and Evaluation**

The overall staff Learning, Training and Development policy and its effective implementation need to be kept under review at a variety of levels and responsibility for this is identified as follows:

5.1 each member of staff keeps a record of learning, training and development activity which is monitored and evaluated in collaboration with the line manager as part of the performance management process;

5.2 Deans of Faculty, Heads of School/Department and Support Sector Directors and Managers oversee the management of team and individual learning, training and development plans, including the monitoring and evaluation of the outcomes;

5.3 The Executive Director of Human Resources oversees the management of systems and processes to support the planning, advocacy, co-ordination and review of staff learning, training and development;

5.4 the LTDC, periodically reviews and updates the University’s Learning, Training & Development policy and its implementation;

5.5 The Research Office and the Teaching and Learning Office with responsibility for planning, organizing and delivering academic training and development programmes review and evaluate these in collaboration with the Manager: Learning, Training and Development.

6. **Staff In-House Learning, Training and Development Programme**

Each year the LTDC shall approve a schedule of training and development activities which have been identified through staff Personal Development Plans on the Performance Management System, Faculty and Divisional Learning Training and Development Plans and any other Training Need Analysis conducted by the Division of Human Resources and Equity.

This schedule shall be prioritized according to Section 6.3 of the LTD Policy.
Learning, training and development activities from the approved schedule shall be offered on the ‘In-House Learning Training and Development Programme’ depending on priority ranking, demand and availability of budget. There shall be a minimum of twenty participants before an in-house programme may be offered.